



July 6, 2021

WIOA POLICY 5.9

BASIC SKILLS DEFICIENCY ASSESSMENT REQUIREMENTS

I. POLICY

The Department of Commerce and Economic Opportunity has adopted a screening tool to help identify if an individual is basic skills deficient.

The Basic Skills Screening Tool is required for all WIOA applicants prior to administering a WIOA Title I and II approved assessment, unless they meet one of the exceptions listed in the policy.

This screening tool may not be used as an assessment tool to help determine a participant's educational needs. If the screening tool identifies an individual as basic skills deficient, that individual must be further assessed to determine their educational needs using the assessment tools identified in this policy.

Anyone unable to complete the screening tool without assistance must automatically be assessed as basic skills deficient. Adult Program participants who are assessed to be basic skills deficient must receive priority of service whether they are also low-income or public assistance recipients.

5.9.1 Assessments for Basic Skills Deficiency

1. Across all titles, the Workforce Innovation and Opportunity Act (WIOA) focuses on serving "individuals with barriers to employment" and seeks to ensure access to quality services for these populations. WIOA states that recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient must receive priority for individualized career services and training services.
2. In Illinois, the state is aligning WIOA Title I policy with the Title II Illinois Adult Education Assessment policy when determining the basic skills levels of customers for enrollment. The adoption of this policy increases the likelihood that customers stay engaged with the WIOA one-stop system. Furthermore, increased collaboration among WIOA partner programs regarding assessment selection decreases the likelihood of customers having to complete multiple assessments to achieve the same purpose and ultimately creates greater efficiency in the overall workforce system. The result is optimal performance outcomes for the entire system.

3. Tests approved to measure basic skills deficiency as defined by WIOA do not measure vocational skills or advanced technical skills. Therefore, additional assessments must occur that are appropriate for those purposes and this policy does not limit their use.
4. This policy conveys the Illinois Community College Board (ICCB) Adult Education Program approved assessments for use in determining basic skills deficiency as well as the reporting requirements, training for test administrators, and necessary accommodations for assessing customers with disabilities.

5.9.2 Definition of Basic Skills Deficiency

1. Determining basic skills deficiency during intake assists in qualifying customers for eligibility, demonstrates customer gains, guides referrals, and can determine program effectiveness.
2. For purposes of WIOA, Basic Skills Deficient means, an individual:
 - a. Who is a youth, that has English, reading, writing, or computing skills at or below the eighth (8th) grade level on an accepted standardized test; or
 - b. Who is a youth or adult, that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or society.

5.9.3 Basic Skills Screening Tool for Priority of Service

1. The Basic Skills Screening Tool (see the Forms & Instructions tab) will help identify if an individual is basic skills deficient for the purposes of priority of service, referrals for Adults or Dislocated Workers, and eligibility for Youth. If a participant is referred to Title I from Title II and already has Adult Basic Education (ABE) or English Language Learners (ELL) scores within six months, then the Basic Skills Screening Tool would not be required with validated assessments.
 - a. The screening tool is to be given prior to conducting any assessment test.
 - b. The tool is for identification of priority of service and for referral purposes. If the screening tool identifies an individual as basic skills deficient, career planners are to:
 - 1) Refer the individual for adult basic education services; or
 - 2) Conduct further basic skills deficiency assessments using the approved Illinois Adult Education Assessments identified in the Assessment Process for Basic Skills Deficiency section of this policy to determine the educational needs of the customer.
 - c. Anyone unable to complete the screening tool without assistance or answers "No" to one (1) or more questions must automatically receive a referral and for Adults provided priority of service as having a basic skills deficiency.

5.9.4 Assessment Process for Basic Skills Deficiency

1. During intake, there must be an assessment for determining a customer's interests, skills, and needs. For assessing skills and interests outside of basic skills, local programs must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities. There are several assessment types that may be given including interests, aptitudes, skills, and others in addition to the required reading and math assessments to attend training. All participants entering into training are required to complete the Basic Skills Training Tool and approved reading and math assessments.
2. For Adult and Dislocated Worker participants reading and math assessments (as outlined in paragraph 6) are not required if all of the following are met:
 - a. The Basic Skills Screening Tool does not identify the individual as basic skills deficient in which case the individual would be either referred to Adult Education or provided additional assessments per the Basic Skills Screening Tool for Priority of Service section of this policy;
 - b. The customer was not referred to adult basic education services;
 - c. Other assessment types listed in paragraph 1 including those found on Illinois workNet must have been utilized and recorded in the Illinois Workforce Development System (IWDS) as outlined in the Career Planning System Entry for Basic Skills Deficiency section of this policy; and;
 - d. The Individual Employment Plan (IEP) shows there was a decision made jointly between the participant and the career planner that career services will accomplish the desired employment goal(s).
3. If participants under paragraph 2 are unable to meet their employment goals through Career Services or change their mind about receiving Training services, then the reading and math assessments are required to be enrolled in Training services as outlined in paragraph 6 before the participant can be certified for training.
4. Customers enrolled only in the Youth Program may use assessments that are approved by the Department of Education National Reporting System for determining basic skills deficiency. It should be noted these are the only assessment instruments valid for determining the Measurable Skill Gains (MSG) indicator.
5. Unless the customer was referred to adult basic education services or there is an established process in the Local Workforce Innovation Area (LWIA) Memorandum of Understanding (MOU) for a local Adult Education Provider to conduct the reading and math assessments required prior to a participant being certified for training, it is the responsibility of the Title I staff to provide the assessment for determining basic skills deficiency.
6. Only tests approved per the ICCB Adult Education Policy are allowable for those participants entering into training. Those tests include:

- a. For English Speaking Individuals:
 - 1) Test for Adult Basic Education (TABE) 11&12 and Comprehensive Adult Student Assessment Systems (CASAS) GOALS are the approved assessments as outlined in the Adult Basic Education (ABE)/Adult Secondary Education (ASE) Required Testing attachment.
 - 2) Title I staff administering the TABE 11&12 test must complete the test administration training offered through the ICCB's Illinois Learning, Educational and Academic Resource Network (iLearn) website and receive a certificate.
 - 3) At least one (1) Title I staff person must complete the CASAS implementation training by certified personnel to use the CASAS GOALS assessment.
 - 4) For TABE 11&12, the Locator test must be used to determine the proper pre-test to administer. It may not be solely used as a pre-test or for a post-test.
 - 5) For CASAS GOALS, the Locator test if giving an e-Test or Appraisal if giving a paper test must be used to determine the proper pre-test to administer. It may not be solely used as a pre-test or for a post-test.
 - 6) English speaking customers must, at a minimum, receive the TABE Reading (Reading) or CASAS GOALS Reading assessment.
 - 7) If the training program of choice requires math, the customer must also receive the TABE Math (Math) or CASAS GOALS Math assessment.

- b. For English Language Learners (English Language Acquisition):
 - 1) BEST Literacy™, BEST Plus™ 2.0, or CASAS Life and Work Reading assessments are the approved assessments as outlined in the English Language Acquisition (ELA) Required Testing attachment.
 - 2) Title I staff administering the BEST Plus 2.0 test must attend the BEST Plus 2.0 Test Administrator Training Workshop.
 - 3) At least one (1) Title I staff person must complete the CASAS training by certified personnel to use the CASAS Life and Work Reading assessment.
 - a) The English Language Acquisition Required Testing (see the Attachments tab) outlines the testing requirements from the Assessment Section of the latest Adult Education and Literacy Provider Manual.

- c. All tests must follow the Test Publisher's Guidelines.
 - 1) A Locator/Appraisal must be given prior to testing to determine the appropriate level of test to administer.
 - 2) If scores indicate the test is not valid because the score is outside of the accuracy range (as indicated by either an asterisk (*) or a diamond (◆) for either CASAS GOALS (Reading or Math), the individual must be retested following the guidelines.
 - 3) Staff administering assessments must rotate test forms as appropriate during customer post-testing.

- d. Links to the Test Publisher's Guidelines and Frequently Asked Questions (FAQs) for TABE 11&12 and CASAS GOALS (Reading and Math) can be found on the Technical Assistance Resources tab.

7. Results and identified needs of the Basic Skills Deficiency Assessments must be addressed in the IEP for Adults and Dislocated Workers or the Individual Service Strategy (ISS) for Youth as outlined in the Career Planning System Entry for Basic Skills Deficiency Assessments of this policy. This is particularly important if participants are assessed as having basic skill deficiencies and require remediation.

5.9.5 Exceptions to Basic Skills Deficient Assessment Testing

1. WIOA provides states with the authority to develop policy on the Basic Skills Deficient definition; therefore, with supporting documentation, the policy will provide exceptions for:
 - a. An individual who has obtained an associate degree or higher;
 - b. Individuals who within the last year have taken the entrance or placement exam for the postsecondary institution that they intend to attend and passed with scores that do not need developmental or remedial courses in their chosen area of study;
 - c. Youth who within the last six (6) months have taken the entrance or placement exam for the postsecondary institution that they intend to attend and passed with scores that do not need developmental or remedial courses in their chosen area of study;
 - d. Adults or Dislocated Workers who are entering only WIOA On-the-Job Training, Paid Work Experience, or Customized Training;
 - e. Trade Adjustment Assistance (TAA) customers only receiving Reemployment Trade Adjustment Assistance (RTAA); or
 - f. TAA customers only receiving Job Search and/or Relocation Allowances.

5.9.6 Career Planning System Entry for Basic Skills Deficiency Assessments

1. The Basic Skills Screening Tool is now incorporated in the Illinois Workforce Development System (IWDS). If using this tool, the only acceptable documentation to support the selection of basic skills deficiency in IWDS is the completed, signed, and dated Basic Skills Screening Tool. This form must be kept in the customer's file and noted in the case notes and IEP/ISS (career plan) as applicable.
2. Any assessment given must be recorded in the career planning system (IWDS or Career Connect).
 - a. All assessments conducted must be recorded under the "Comprehensive and Specialized Assessment" service for Adults and Dislocated Workers in IWDS. Assessments for Youth must be recorded in the "Development of an Individual Service Strategy" service.

- b. Assessments must also be recorded in the Test screens in IWDS. The particular assessment provided must be recorded under Test.
 - 1) For Interests, Aptitude, Skills, or Other assessment, record those under the Category of Other and the appropriate Functional Area.
 - 2) For the assessments listed in Assessment Process for Basic Skills Deficiency paragraph 6, record those under the appropriate category:
 - a) For English Speaking Individuals, record under the Category of Adult Basic Education (ABE) under the appropriate Functional Area; or
 - b) For English Language Learners, record under the Category of English As-A-Second Language-ESL under Other Literacy Functional Area.
 - c. Assessments must be documented in the in-system Assessment and IEP/ISS forms and in case notes for Career Connect.
3. Upon completion of any assessment, identified needs must be documented in the “Development of an Individualized Employment Plan” for an Adult or Dislocated Worker or in the instance of Youth the “Development of an Individualized Service Strategy” service.

5.9.7 Remote Testing for Basic Skills Deficiency Assessments

1. In response to the COVID-19 pandemic, the ICCB’s Adult Education and Literacy Division allowed instruction in an online, distance education and/or remote learning delivery method. That practice is being continued as the State emerges from the restrictions put in place by the Illinois Department of Public Health and Centers for Disease Control’s guidance.
2. Our WIOA Title II partners through the Professional Development Network (PDN) developed online training courses for remote proctoring of the TABE 11&12 and CASAS tests. The courses can be found on the Illinois Learning, Educational and Academic Resource Network (iLearn) website and are required for any person who will remotely administer the CASAS Life and Work Reading assessment for ESL, the TABE 11&12, and/or CASAS GOALS (Reading or Math) assessments for ABE/ASE in an ICCB-funded adult education program or as part of a Title I partner agency.
3. A chart outlining the assessment tools including the additional training requirements for remote testing are outlined in the Assessment Tools for WIOA Title I and II Programs. (See the Attachments tab.)

II. INQUIRIES

Direct inquiries to OET, Lora Dhom, (217) 558-2429 or lora.dhom@illinois.gov.

III. ATTACHMENTS

Basic Skills Screening Tool
Adult Basic Education (ABE)/Adult Secondary Education (ASE) Required Testing
English Language Acquisition (ELA) Required Testing
Summary of Adult Education and Literacy Assessment Requirements

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Assessment Tools for WIOA Title I and II Programs

Sincerely,

A handwritten signature in black ink, appearing to read "Julio Rodriguez", with a stylized flourish at the end.

Julio Rodriguez, Deputy Director
Office of Employment and Training

JR:ld

Basic Skills Screening Tool

Name: [Click or tap here to enter text.](#)

Date of Birth: [Click or tap to enter a date.](#)

- 1) Do you have a high school diploma, General Education Development (GED) certificate or High School Equivalency Diploma (HSED)? Yes No Currently in high school (does not include GED or HSED programs)
- 2) Can you follow basic written instructions and diagrams with no help or just a little help? Yes No
- 3) Can you fill out basic medical forms and job applications? Yes No
- 4) Without the aid of a calculator, can you add, subtract, multiply and divide with whole numbers up to 3 digits? Yes No
- 5) Can you do basic tasks on a computer? Yes No
- 6) Do you speak and read English well enough to get and keep a job? Yes No

Signature:

Date Signed: [Click or tap to enter a date.](#)

For Internal Use Only:

Was the individual able to complete the screening tool without help? Yes No

For the Adult Program Only:

If any question is answered, "No" or the form could not be completed independently, the individual should receive priority.

Does the individual receive priority?

Yes No

For the Youth Program Only:

If any question is answered, "No" or the form could not be completed independently, the individual has an eligibility barrier.

Does the individual have an eligibility barrier?

Yes No

Name of Career Planner: [Click or tap here to enter text.](#)

Career Planner

Signature:

Date Signed: [Click or tap to enter a date.](#)

Adult Basic Education (ABE)/Adult Secondary Education (ASE) Required Testing

The ICCB Adult Education approved tests to measure ABE/ASE or High School Credit (HSCR) customer progress are the TABE 11&12 (Test for Adult Basic Education) and the CASAS GOALS (Greater Opportunities for Adult Learning Success). TABE-R (Reading) or CASAS GOALS Reading and TABE-M (Math) or CASAS GOALS Math are the two assessments that can be used. The allowed TABE assessments come in forms 11 and 12, and the allowed CASAS GOALS forms come in A, B, C, and D.

It is required that programs use the Locator test or Appraisal to ensure that the customer is placed in the appropriate level for pre-testing. The difficulty level of the assessment instrument administered should match the proficiency of the customer to ensure valid scores. The same difficulty level of the assessment instrument must be used to pre- and post-test a customer except when the customer pre-tests near the top of the range, has made extraordinary progress in class, or retakes the Locator and scores at a higher level.

TABE 11&12 Form L is designed for the lowest-level readers and is intended for native English speakers. If a customer lacks the literacy skills to be assessed with the TABE 11&12 Locator, the Word List can be administered first. It is a predictor of customer's ability to complete the Locator. Results of the Word List diagnostic will determine whether to proceed with the Form L or with the Locator. Form L is a proctored test on a consumable form. It cannot be given as a computer-based test.

For training that offer courses that cover a variety of subjects, the program may find it appropriate to assess customers with the TABE-Math (Computation and Applied Mathematics sections) or the CASAS GOALS Math. Programs should consider the primary focus of the training program in determining whether to administer and report a math assessment for placement.

Post-testing to measure progress must be done within the guidelines established by test publishers.

Summary of ABE, ASE and HSCR Testing and National Reporting System for Adult Education (NRS) Levels

NRS Levels	TABE 11&12 Scale Score	Grade Level
Beginning Literacy ABE Level 1	Reading 300-441 Math 300-448	0.0 - 1.9
Beginning Basic ABE Level 2	Reading 442-500 Math 449-495	2.0 - 3.9
Low Intermediate ABE ABE Level 3	Reading 501-535 Math 496-536	4.0 - 5.9
High Intermediate ABE ABE Level 4	Reading 536-575 Math 537-595	6.0 - 8.9
Low Advanced ASE ABE Level 5	Reading 576-616 Math 596-656	9.0 - 10.9
High Advanced ASE ABE Level 6	Reading 617+ Math 657+	11.0 - 12.9

English Language Acquisition (ELA) Required Testing

All customers must be pre- and post-tested in order to document educational gains. Educational gains are advancement from one functioning level to the next. The three state-approved ELA tests are the BEST Literacy™, BEST Plus™ 2.0, and the CASAS Life and Work Reading.

The BEST (Basic English Skills Test) Literacy is a reading and writing test based on daily tasks such as reading clothing and food labels, addressing an envelope, and filling out a form. This assessment is appropriate for levels 1-5 of ESL (English as a Second Language), has a maximum time for administration of 60 minutes, and is administered individually or to a group. Forms B, C or D are the only approved Best Literacy Assessments in Illinois. If a customer lacks the literacy skills to be assessed with the BEST Literacy (for example, a customer is not literate in his or her native language), then programs may administer the BEST Literacy Screener. If the customer is not successful on the screener, a zero will be recorded in the data collection system as a pre-test score. The screener should only be administered once upon enrollment in the adult education program. Subsequent post-testing should use the BEST Literacy itself, not the screener.

The following approved CASAS Life and Work Reading tests are administered to assess reading in life and work contexts through a multiple-choice format: 27R, 28R, 81R, 82R, 81RX, 82RX, 83R, 84R, 185R, 186R, 187R, and 188R. Level selection for customers should comply with test publisher guidelines. The tests may be administered in a paper-and-pencil format or an electronic format (the eTest). For the paper-and-pencil format, the 25-minute Appraisal identifies the correct pre-test level and form to give initially, while the pre-test score identifies the correct post-test to administer. The eTest moves seamlessly from a computer-adaptive locator into the correct pre-test level and form and identifies the correct post-test to administer. Both the paper and eTest formats take approximately 60 minutes to administer.

The BEST Plus 2.0 is only administered in Illinois as a face-to-face computer adaptive interview. The customer responds to questions asked by the tester based on computer prompts. The items reflect everyday American life at home, at work, and in the community.

In compliance with WIOA and Illinois Policy, ELA customers must be pre-tested using one of the state-approved ELA tests. Customers must be post-tested with a different form of the test to document progress in the ELA course except for BEST Plus 2.0 which is a computer adaptive test that changes with each administration.

Customer scores used for placement and National Reporting System for Adult Education (NRS) purposes must be entered in the data collection system. Answer sheets and scores from any of the tests must be kept in each customer's file.

To ensure reliability and validity of BEST Plus 2.0, test administrators are required to attend the BEST Plus 2.0 Test Administrator Training Workshop. All administrators are required to attend a 6-contact hour training workshop conducted by a certified BEST Plus 2.0 trainer before they may begin testing.

ELA Tests and NRS Levels

Summary of ELA Testing

NRS Levels	BEST Plus**	BEST Literacy*	CASAS**
Beginning Literacy ESL Level 1	361 and Below	0 – 20	180 and Below
Low Beginning ESL Level 2	362 – 427	21 – 52	181-190
High Beginning ESL Level 3	428 – 452	53 – 63	191-200
Low Intermediate ESL Level 4	453 – 484	64 – 67	201-210
High Intermediate ESL Level 5	485 – 524	68 – 75	211-220^
Advanced ESL Level 6	525 – 564	76 – 78	221-235^
Exit Criteria	Above 565	NA	Above 235

The BEST Plus 2.0 is a computer adaptive test. The test changes with each administration and, subsequently, there is no form designation.

Customers should be pre- and post-tested with the same assessment. Exceptions include the following:

1. If the customer's pre-test score on the BEST Literacy places them in the Advanced Level and additional ELA services are needed, a second ELA assessment should be given. It is not necessary to post-test on the BEST Literacy as the second assessment will be used for customer placement.
2. If the customer's pre-test score on either the CASAS or BEST Plus 2.0 places them in the Exit Criteria range, they should either be administered another ELA assessment that reflects the need for ELA services or be transitioned to ABE, ASE, or post-secondary as appropriate. Post-testing on one of these assessments when the pre-test revealed the Exit Criteria range is not necessary as the second assessment will reflect the customer's level.
3. If the customer's pre-test on the BEST Literacy or CASAS reveals ELA Advanced and a second ELA assessment's pre-test reveals the Exit Criteria range, the customer should be transitioned to ABE, ASE, or post-secondary as appropriate.

Adult Education and Literacy Assessment Requirements Summary

Enrollment Type(s)	Required Test	Optional Test	Notes
ELA ¹	One of the following ELA assessments: 1. BEST Literacy™ 2. BEST Plus™ 2.0 3. CASAS Life and Work Reading	If needed, a 2 nd ELA assessment can be administered to the customer. IMPORTANT NOTE: Only one is required for NRS purposes. Programs may elect to administer a second ELA assessment to inform training practices.	If two ELA assessments are administered for placement and NRS purposes, placement for the National Reporting System (NRS) is based on the following: 1. Customer is placed, and progress is measured based on the assessment reflecting the lowest Educational Functioning Level (EFL). 2. If both assessments reflect the same EFL, NRS placement is based on the first assessment given (see exception below). 3. If both assessments reflect the same EFL and both were given on the same day, placement is assigned in the following order (see exception below) ² : a. BEST Plus b. CASAS Life and Work Reading c. BEST Literacy
ABE, ASE or HSCR	One of the following ABE/ASE assessments: TABE 11&12 Reading or CASAS GOALS Reading	TABE 11&12 Math or CASAS GOALS Math IMPORTANT NOTE: Only an ABE/ASE reading assessment is required. If the primary focus of instruction will be math in General Skills designated courses, the TABE-Math or CASAS GOALS Math may be appropriate.	For customers enrolled in ABE, ASE or HSCR courses, the TABE 11&12 Reading or CASAS GOALS Reading is required. However, customers in these types of enrollments can also be given the TABE 11&12 Math or the CASAS GOALS Math either to inform instruction or for placement and NRS purposes.
Math-Only	TABE-Math	None	Customers enrolled in Math-Only instruction should be administered the TABE 11&12 Math or CASAS GOALS Math test. Placement will be based on the EFL reflected by this assessment.

Notes

1. See English Language Acquisition (ELA) Required Testing Attachment. Customers enrolled in ELA instruction must be administered at least one of the allowable ELA assessments. If appropriate and needed, a second ELA assessment can also be administered. Both can be given concurrently. If an ELA assessment is used to inform instruction but not placement purposes, the test results must be maintained in the customer file; but only scores used for placement and NRS purposes should be reported in the data collection system. In situations where two ELA assessments are reported for NRS purposes, placement is based on the information outlined above. Prior to post-testing, customers must earn the minimum hours needed for the post-test as outlined per the Test Publisher's Guidelines.

*** SPECIAL NOTE RE: BEST LITERACY** - If a customer's pre-test on the BEST Literacy reveals the customer is at the Advanced level, one of the following should occur:

- The customer should be transitioned to other instruction (i.e., postsecondary, ABE, ASE, etc.) as appropriate. If transitioned to ABE or ASE, appropriate TABE testing should be conducted.
- If the customer needs additional ELA services, a second ELA assessment reflecting the need for ELA services should be administered.

*** SPECIAL NOTE RE: BEST PLUS 2.0/CASAS Life and Work Reading** - If a customer's pre-test on the CASAS reveals the customer is at the Advanced level, one of the following should occur:

- The customer should be transitioned to other instruction (i.e., postsecondary, ABE, ASE, etc.) as appropriate. If transitioned to ABE or ASE, appropriate TABE testing should be conducted.
- If the customer needs additional ELA services, a second ELA assessment reflecting the need for ELA services should be administered.

2. Exceptions regarding customer placement for ELA include the following:
 - a. For enrollment only in ELA, if the customer's pre-test in the BEST Literacy is at the Advanced Level and another ELA assessment reflects the ELA Exit Criteria range, placement will be based on the BEST Literacy test.
 - i. If a customer's pre-test on the BEST Literacy reflects the Advanced ELA level and either the CASAS or BEST Plus 2.0 assessment reflects an equal or lower level, placement will occur based on the CASAS Life and Work Reading or BEST Plus 2.0.
 - b. For ELA customers with either a BEST Literacy pre-test at the Advanced level or another ELA pre-test in the Exit Criteria range who are dually enrolled in a class requiring the TABE 11&12 or CASAS GOALS (i.e., ABE, ASE, etc.), the customer's placement and progress for NRS will be based on the EFL of the TABE 11&12 or CASAS GOALS assessment.
 - i. SPECIAL NOTE: In all other instances of dual enrollment between ELA and ABE or ASE, the customer's placement and progress will be based on the ELA assessment.

Assessment Tools for WIOA Title I & II Programs

ABE/ASE Assessments	Administer Remotely?	More Information
<p>TABE 11&12 Reading</p> <p>TABE 11&12 Math</p>	<p>Yes, if using TABE 11&12 computer-based tests.</p> <p>Paper tests cannot be given remotely.</p> <p>Only 1 to 5 students can be tested at one time.</p>	<p>In order to administer the TABE 11&12 test remotely, a program must be using the TABE computer-based test. Paper tests cannot be given remotely. Anyone who gives a student the TABE 11&12 must be trained in test administration. (Click HERE for more information.) Giving the TABE 11&12 remotely requires additional training because it is a labor-intensive process with very specific technology requirements including the use of a web conferencing platform such as Zoom.</p> <p>Click here to learn more about using the TABE 11&12: https://www.iccb.org/adult_ed/professional-development/. Scroll down to ABE/ASE Assessments, TABE 11&12.</p> <p>Questions about the TABE 11&12 should be sent to: Dawn Hughes at DJ-Hughes2@wiu.edu</p>
<p>CASAS GOALS Reading</p> <p>CASAS GOALS Math</p>	<p>Yes, if using the computer-based eTest.</p> <p>Paper tests cannot be given remotely.</p> <p>Only 1 to 5 students can be tested at one time.</p>	<p>The CASAS GOALS test was approved for use by ICCB programs for ABE/ASE students beginning July 1, 2020. In order to administer the test remotely, a program must be using the computer-based eTest. Paper tests cannot be given remotely. Remote proctors must complete 3 trainings: CASAS Implementation Training, CASAS eTests Proctor Certification, and Illinois Remote Proctor Training for CASAS. Administering the GOALS test remotely is a labor-intensive process with very specific technology requirements. Proctors must be able to use a web conferencing platform such as Zoom.</p> <p>Click here to learn more about using CASAS GOALS Reading and Math: https://www.iccb.org/adult_ed/professional-development/. Scroll down to ABE/ASE Assessments, CASAS GOALS.</p> <p>Questions about the CASAS GOALS test should be sent to Dawn Hughes at DJ-Hughes2@wiu.edu or Catherine Porter at cporter@cntrmail.org</p>

ESL Assessments	Administer Remotely?	More Information
BEST Plus	Yes	<p>Programs can administer the BEST Plus remotely if their testers are already trained in giving the BEST Plus. Remote testing also requires knowledge on how to use a web conferencing platform such as Zoom.</p> <p>Click here to learn more about using BEST Plus virtually: https://www.iccb.org/adult_ed/professional-development/. Scroll down to the section on ESL Assessments, BEST Plus 2.0 and BEST Literacy.</p> <p>Questions about the BEST Plus Test should be sent to Laurie Martin at lmartin@cntrmail.org</p>
BEST Literacy	No	<p>The test publisher, the Center for Applied Linguistics, does not permit this test to be given remotely.</p>
CASAS Life and Work Reading	<p>Yes, if using the computer-based eTest.</p> <p>Paper tests cannot be given remotely.</p> <p>Only 1 to 5 students can be tested at one time.</p>	<p>To administer the CASAS Life and Work Reading test remotely, a program must be using the computer-based eTest. Paper tests cannot be given remotely. Remote proctors must complete 3 trainings: CASAS Implementation Training, CASAS eTests Proctor Certification, and Illinois Remote Proctor Training for CASAS. Administering this test remotely is a labor-intensive process with very specific technology requirements. Proctors must be able to use a web conferencing platform such as Zoom.</p> <p>Click here to learn more about using CASAS Life and Work Reading: https://www.iccb.org/adult_ed/professional-development/. Scroll down to ESL Assessments, CASAS Life and Work Reading.</p> <p>Questions about CASAS Life and Work Reading test should be sent to Catherine Porter at cporter@cntrmail.org</p>